Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

**DBQ JigSaw Debate**

**What Drove the Sugar Trade?**

**Consumer Demand**

**Pre Debate**

**Weakness of Argument**

**Strengths of Argument**

**Post**

**Debate**

**Post**

**Debate**

**Pre Debate**

**Capital**

**Strengths of Argument**

**Weakness of Argument**

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**Pre Debate**

**Pre Debate**

**Post**

**Debate**

**Post**

**Debate**

**Teacher Instructions**

* Students will after reading and evaluating the primary source documents for Consumer Demand and Capital in the DBQ World History book they will decide which one of the choices they felt like drove the sugar trade and fill out the strengths and weaknesses of their argument in the top of the boxes that coincide with their decision.
* The teacher will group the students together that made the same decision and they will discuss what their argument is and they will collaborate and develop better arguments using sources from the documents. (You might have two groups per choice so maybe 4 or more groups total)
* Then the teacher will create new groups mixing both choices together and the students will debate and fill out the other section of their graphic organizer. Then the class will come back together and reflect on the activity and this will drive their next assignment with the DBQ.